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ABSTRACT

This publication consists of materials that can be used to evaluate teacher inservice workshops in terms of participant reactions. An evaluation form is completed by workshop participants, and summary scores are tallied. The publication consists of (a) an introduction, (b) the participants' evaluation of inservice teacher workshops form, (c) tally directions for this form, (d) tally scoring sheets for this form, (e) summary scoring sheets for this form, (f) analysis, and (g) a summary page for this form. The scores measure the relative effectiveness of the workshop in the following areas: overall effectiveness, effectiveness of workshop objectives and needs analysis, effectiveness of workshop resources and activities, and effectiveness of the workshop's practical applications. (JS)

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SERIES IDENTIFICATION:

D.O.E.S. REPORT #1

DECISION-ORIENTED EVALUATION SYSTEM REPORT #1

FOR OCCUPATIONAL EDUCATORS

TITLE:

EVALUATION MATERIALS FOR RESOURCE ALLOCATION DECISIONS BASED UPON DATA DERIVED FROM PARTICIPANTS' EVALUATION OF INSERVICE TEACHER WORKSHOPS

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INTRODUCTION

This publication contains materials that can be used to evaluate teacher inservice workshops in terms of reactions of participants.

The form entitled PARTICIPANTS' EVALUATION OF INSERVICE TEACHER WORKSHOPS is to be duplicated and distributed to workshop participants either on the last day of the workshop or within six weeks of the last day of the workshop.

The pages entitled TALLY DIRECTIONS explain how to tally each individual evaluation form by using the pages entitled TALLY SCORING SHEETS.

The pages entitled SUMMARY SCORING SHEETS explain how to combine the individual scores into a summary score.

This summary score measures the relative effectiveness of the workshop in several areas:

GRAND TOTAL measures overall effectiveness

ON SUBTOTAL measures the relative effectiveness of the workshop objectives and needs analysis

RA SUBTOTAL measures the relative effectiveness of the workshop resources and activities

PA SUBTOTAL measures the relative effectiveness of the workshop's practical applications

The page entitled ANALYSIS explains how this analysis of effectiveness is made.

The page entitled SUMMARY PAGE provides a convenient one page summary of the preceding evaluation.

This publication can be used on its own or in conjunction with a parallel document that evaluates teacher inservice workshops from the point of view of external observers rather than that of participants.

OFFICE USE ONLY

= _____

ON = _____

RA = _____

PA = _____

========

GT = _____

PARTICIPANTS' EVALUATION OF INSERVICE TEACHER WORKSHOPS

DIRECTIONS: A. Identify the workshop and the dates of attendance.

Workshop: _____

Dates: _____

B. Circle "yes" or "no" for each of the following. (Comments may be added)

YES NO 1. The workshop objectives were related to my concerns as an occupational educator.

YES NO 2. The workshop objectives were related to practical applications.

YES NO 3. Most of what was covered in this workshop was previously known by me.

YES NO 4. I was made aware of the objectives of the workshop before I came to the workshop.

YES NO 5. I was made aware of the workshop's objectives only after I came to the workshop.

YES NO 6. This workshop should be held again.

YES NO 7. I would recommend that my colleagues attend this workshop the next time it is given.

YES NO 8. This workshop had some outstanding components which were unique or innovative.

YES NO 9. Presentations were well organized.

YES NO 10. Use of media was well integrated.

YES NO 11. The program schedule was well adapted to my needs as an occupational educator.

YES NO 12. Sessions offered simulating or new material.

YES NO 13. My questions were satisfactorily dealt with.

YES NO 14. Meeting facilities were suitable.

YES NO 15. The workshop activities were appropriate for meeting the stated objectives.

YES NO 16. Instructional resources were appropriate and adequate for achievement of workshop objectives.

YES NO 17. Overall, workshop personnel exhibited the qualities essential to the success of the workshop. (Consider creativity, specialized knowledge, communication skills, and the like.)

YES NO 18. There was evidence of good administrative practice in leadership and supervision on the part of the workshop director.

YES NO 19. The physical environment was adequate as far as lodging, lighting, ventilation, parking, cafeteria, and other such things are concerned.

YES NO 20. This workshop was an overall successful training experience.

YES NO 21. The workshop content was practical and useful in helping improve classroom instruction.

YES NO 22. A process was built into this workshop to encourage and facilitate classroom applications.

YES NO 23. I am uncertain as to how this workshop can help me become a better teacher.

YES NO 24. I am uncertain as to how this workshop can help my students once I return to the classroom.

YES NO 25. Reasonable progress was made by me towards meeting the objectives of the workshop.

YES NO 26. I had a chance to provide feedback to the workshop staff.

YES NO 27. I had a chance to identify needs not previously identified.

YES NO 28. This workshop has some implications for the way I teach.

YES NO 29. I hope that some of the activities or presentations made in this workshop will be used again.

TALLY DIRECTIONS
FOR
FORMS ENTITLED

PARTICIPANTS' EVALUATION OF INSERVICE TEACHER WORKSHOPS

STEP 1. For questions 1 through 7, on each individual form,

COUNT one (1) point for each answer circled as indicated below:

"NO" for questions 3 and 5

"YES" for questions 1, 2, 4, 6, 7

PLACE this count in the space on the form reserved for ON.

STEP 2. For questions 8 through 20, on each individual form,

COUNT one (1) point for each answer circled "yes."

PLACE this count in the space on the form reserved for RA.

STEP 3. For questions 21 through 29, on each individual form,

COUNT one (1) point for each answer circled as indicated below:

"NO" for question 23

"YES" for questions 21, 22, 24, 25, 26, 27, 28, 29

PLACE this count in the space on the form reserved for PA.

STEP 4. For each individual form, ADD the numbers representing ON, RA, and PA together and PLACE this grand total in the space reserved for GT.

STEP 5. REPEAT steps 1 through 4 for each individual form.

STEP 6. After all the individual forms for a specific workshop have been tallied as described in steps 1 through 4, place the individual forms in numerical order according to GT, with the highest GT count on top and with the lowest GT count on the bottom.

STEP 7. When the individual forms are ranked by GT count as described above, NUMBER each individual form in the section where the (#) symbol appears. For example, number the highest GT count with "# = 1," the next highest with "# = 2," and so on.

STEP 8. TRANSCRIBE the ON, RA, PA, and GT results of steps 1 through 7 in the appropriate spaces on the TALLY SCORING SHEET. If there are more than 50 participants evaluating, use an extra page or pages for the others.

STEP 9. When this is completed, follow the directions on the SUMMARY SCORING SHEET.

STEP 10. Check to make sure that lines 1 through 5 of both the TALLY SCORING SHEET and the SUMMARY SCORING SHEET are identical. Accuracy here will insure proper identification of data to be analyzed.

TALLY

SCORING SHEETS

PARTICIPANTS' EVALUATION OF INSERVICE TEACHER WORKSHOPS

Line 1: Name of Workshop: _____

_____

Line 2: Dates of Workshop: _____

Line 3: Number of participants evaluating workshop: _____

Line 4: Number of participants attending workshop: _____

Line 5: Percent of participants evaluating workshop: _____ %

NOTE: ON = Objectives and Needs Analysis
RA = Resources and Activities
PA = Practical Applications

Participant #	ON Subtotal	RA Subtotal	PA Subtotal	Grand Total
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

Participant #	ON Subtotal	RA Subtotal	PA Subtotal	Grand Total
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
41				
42				
43				
44				
45				
46				
47				
49				
49				
50				

SUMMARY

SCORING SHEETS

FARTICIPANTS' EVALUATION OF INSERVICE TEACHER WORKSHOPS

Line 1: Name of Workshop: _____

Line 2: Dates of Workshop: _____

Line 3: Number of participants evaluating workshop: _____

Line 4: Number of participants attending workshop: _____

Line 5: Percent of participants evaluating workshop: _____ %

Line 6: Total of all ON subtotals = _____

Line 7: The result of dividing line 6 by line 5, that is, the number of participants evaluating the workshop is = _____

NOTE:

If line 7 is greater than the number 7, a tally error has been made by the scorer.

Line 8: Total of all RA subtotals = _____

Line 9: The result of dividing line 8 by line 3, that is, the number of participants evaluating the workshop is = _____

If line 7 is greater than the number 13, a tally error has been made by the scorer.

Line 10: Total of all PA subtotals = _____

Line 11: The result of dividing line 10 by line 3, that is, the number of participants evaluating the workshop is = _____

If line 11 is greater than the number 9, a tally error has been made by the scorer.

Line 12: Total of Grand Total's = _____

Line 13: The result of dividing line 12 by line 3, that is, the number of participants evaluating the workshop is = _____

If line 13 is greater than the number 29, a tally error has been made by the scorer.

The procedures of lines 6 through 13 are repeated graphically in lines 14 through 19 to provide a doublecheck for accuracy.

Line 14: Place the result of line 12 in the space below marked (A)

Line 15: Place the result of line 6 in the space below marked (B)

Line 16: Place the result of line 8 in the space below marked (C)

Line 17: Place the result of line 10 in the space below marked (D)

Line 18: Take the number of participants evaluating workshop from line 3 and place it in the space marked (E)

SUMMARY OF TOTALS DIVIDED BY NUMBER OF EVALUATORS

G	(A)	=	O	(B)	+	R	(C)	+	P	(D)	
T	(E)		N	(E)		A	(E)		A	(E)	

NOTE: Because of the laws of adding and averaging percentages, the above three squares cannot be added together to get the GT percentage.

Line 19: Treat the above as fractions and divide, rounding off to units; for example, $\frac{74}{10}$ becomes 7.4 which is rounded to 7; place the results in the top line of the corresponding space below.

SUMMARY OF TOTALS:

(A) Divided by number of evaluators and
(B) Further divided by number of items

G		=	O		+	R		+	P		
T	29		N	7		A	13		A	9	

NOTE: Because of the laws of adding and averaging proportions, the above three squares cannot be added together to get the GT proportion.

ACCURACY CHECK: G above should equal line 13
O above should equal line 7
R above should equal line 9
P above should equal line 11

Line 20: Treat the above as proportions and change to percents; for example $\frac{30}{40}$ = 75%; then place the results in the corresponding space below.

SUMMARY OF MEANS AS PERCENTAGES

G T	___%	=	O N	___%	+	R A	___%	+	P A	___%

NOTE: Because of the laws of adding and averaging percentages, the above three squares cannot be added together to get the GT percentages.

ANALYSIS

1. The above squares having the highest percentage identifies the most successful component of the workshop as measured by the form entitled:

   PARTICIPANTS' EVALUATION OF INSERVICE TEACHER WORKSHOPS

   ON stands for the workshop objectives and needs analysis component

   RA stands for the workshop resources and activities

   PA stands for the workshop practical applications

2. The above squares having the lowest percentage identifies the workshop component most in need of improvement as measured by the form entitled:

   PARTICIPANTS' EVALUATION OF INSERVICE TEACHER WORKSHOPS

SUMMARY PAGE

PARTICIPANTS' EVALUATION OF INSERVICE TEACHER WORKSHOPS

IDENTIFICATION OF WORKSHOP BEING EVALUATED

Copy the following data from Summary Scoring Sheet.

Line 1: Name of Workshop: _____

Line 2: Dates of Workshop: _____

Line 3: Number of participants evaluating workshop: _____

Line 4: Number of participants attending workshop: _____

Line 5: Percent of participants evaluating workshop: _____ %

ANALYSIS

Line 20: The overall (GT) percentage of workshop effectiveness is _____ %

The effectiveness of the workshop objectives and needs analysis (ON) is _____ %

The effectiveness of the workshop resources and activities (RA) is _____ %

The effectiveness of the workshop's practical applications is _____ %

DECISIONS

NOTE: ON = Objectives and needs analysis
RA = Resources and activities
PA = Practical applications

1. The workshop's strongest component is: (Circle one)

ON RA PA

2. The workshop needs improvement in the following component before it can be refunded: (Circle one)

ON RA PA